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ABSTRACT

In a random study of five middle school social studies textbooks available for adoption in the state of Indiana in 1984, great variation in the treatment of Egypt was noted. Coverage of contemporary history was incomplete in all cases. All texts dealt with Egypt's ancient history, but what was reported was questionable. Only one text addressed in detail the problems confronting the citizens of Egypt today. All texts dealt with the power and influence of the Middle East, thereby equating all countries in that geographic area without respect to economic, social, or political power. One of the most densely populated areas in the world, Egypt is facing problems not only as a developing nation, but as a historical nation. Egypt has many contacts with the United States: It receives 2.5 billion dollars in U.S. foreign aid yearly; the largest of the U.S. embassies is located in Cairo; and many U.S. companies conduct business in Egypt--Hilton, Pepsi, John Deere, and American Express, to name only a few. Egypt is also the largest country in the Arab world. For reasons such as these, students need to know about Egypt, its culture, and its people. Four lessons are presented that focus on the following topics: (1) geography and its influence on the development of Egypt; (2) stereotypes, East and West; (3) a pictorial vocabulary lesson on Egypt; and (4) a resource kit on Egypt for classroom use, available free to Indiana teachers. (JB)

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EGYPT

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BEYOND PHARAOHS, FELUCCAS AND FELLAHIN

ما بعد الفراعنة والفلائك والفلاحين

A Curriculum Unit

منهج التعليـــــم

Prepared by

اعداد

Evelyn R. Holt

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U.S. DEPARTMENT OF EDUCATION
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Fulbright-Hays DOE Seminar

برنامج فول برايت هايـــــز

Summer, 1989

صيف ١٩٨٩

Cairo, Egypt

القاهرة - مصـــــر

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EGYPT: BEYOND PHARAOHS, FELUCCAS AND FELLAHIN

INTRODUCTION

Egypt is often romanticized as the land of ancient pharaohs, feluccas on the Nile, and fellahin (peasant farmers) toiling in the Saharan sun. Yet Egypt is much more than this. The developing industrial nation faces many complexities and challenges in this modern era. In the materials collected for this project, exploration of the topic of modern Egypt will present some of these changing faces.

The lessons developed focus on the following:

1) Geography and its influence on the development of Egypt
2) Stereotyping: East and West
3) A Pictorial Vocabulary Lesson on Egypt
4) A Resource Kit on Egypt for classroom use

In addition, an ERIC Digest on "Teaching About Egypt/Middle East" will be written for the ERIC Clearinghouse for Social Studies in the United States.

RATIONALE

In a random study of five middle school social studies texts available for adoption in the state of Indiana for the 1984 adoption year, great variation in the study/treatment of Egypt was noted. One text pictured now-president Hosni Mubarak but mentioned him nowhere in the text. Three of the texts reported Anwar Sadat's assassination in 1981, but none told of Mubarak's succession. One text was only as contemporary as the Six Day War in 1967 and the Aswan Dam of the early 1970's in their chronology of Egypt, while three texts included the 1979 Camp David Peace Accords between Egypt and Israel.

All texts dealt with the history of the Egypt of the pharaohs and pyramids, even though what was reported was questionable. One text stated that slaves built the pyramids. Although taught in history for years, the conclusion of slaves as pyramid-builders is now considered a fallacy. The present theory is that the pyramids were giant public works projects, similar to our massive dam projects in the 1930's during the New Deal.

Only one of the texts addressed, in detail, the problems confronting the citizens of Egypt today. Many of the problems facing Egypt are shared with other citizens of the world - population growth, health care, pollution, crime. Some concerns are unique to Arab nations - the Western stereotypes about Arabs and the influence of Islam. Some problems are specific to Egypt - overcrowding on the Nile which takes valuable acreage out of production yearly, as well as how to preserve the historic monuments when so many other problems confront the nation and its limited resources.

Also noted in the textbook study is that the textbooks dealt with the power and influence of the Middle East, thereby equating all countries in this geographic area without respect to economic, social or political power. This tendency to stereotype as equals can be hazardous to education. The oil embargo of 1973, the Camp David Accords between Egypt and Israel, the Iranian hostage situation were briefly mentioned or were nonexistent since they occurred after the publication date of many of the texts. If the events did appear, little attempt was made to differentiate between nations, merely classifying these as "Arab" events, a part of "Middle East" concerns.

With a land area of approximately 1,000,000 square kilometers, larger than the state of Texas, Egypt ranks 38/39 in land size of the world's countries. A population of over 50 million people is mainly compressed into the Nile Valley, only about five per cent of the total physical area of Egypt. One of the most densely populated areas in the world, Egypt is facing problems not only as a developing nation, but as a historical nation. Its importance as a topic of study is both contemporary and historical.

Egypt has many contacts with the United States, about which most US citizens are unaware. Egypt receives $2 1/2 billion in US foreign aid yearly, ranking it behind Israel as the largest recipient of such aid. The largest of the US embassies is located in Cairo. Many US companies conduct business in Egypt; familiar names include Hilton; Pepsi; Hyatt; Kentucky Fried Chicken; John Deere; Procter-Gamble; American Express - to name only a few.

In addition, Egypt is the largest country in the Arab world. Wielding power in the Arab League until expelled after the Camp David Accords with Israel, Egypt has recently been readmitted. Egypt is reflective of other countries in the Arab world yet also is unique. One appropriate saying is that "Egyptians are Arabs as much as the French are Europeans."

For the reasons enumerated, we need to know about Egypt, its culture and people. The lessons contained herein are an attempt to increase that knowledge and understanding.

LESSON ONE: GEOGRAPHY AND ITS INFLUENCE ON THE DEVELOPMENT OF EGYPT

Goal - to analyze the influence on the development of Egypt through the use of maps and other data

Objectives

A student should be able to:

1) analyze map characteristics for physical features and population density
2) explain two reasons for the development of modern Cairo in the Nile Valley
3) discuss two problems faced by Egypt for future development

Procedure

Distribute maps on physical features of Egypt. Discuss the unique physical features which appear on the map.

Distribute a map of population density. Discuss:

1) Where does population tend to be concentrated? Why?
2) What characteristics of cities would one expect to find here?
3) What does the population density and the nature of the cities suggest for the future of Egypt?
4) Why are population statistics considered unreliable?

For Further Study:

1) Research the type of government found in Egypt. How has the government attempted to deal with the problems of desert development, overcrowding, increasing population, inflation, etc?
2) Trace the changes in Egypt begun by the introduction of the camel by the Assyrians about 600 B.C. How had Egypt's isolation influenced its development? How did the camel revolutionize Egypt?
3) Investigate the access by sea to Egypt. What kind of coast-line does Egypt have? Why did the construction of the harbor at the ancient city of Alexandria lead to the opening of Egypt to world trade?
4) Examine efforts at desert development. What factors are encountered in land reclamation? What obstacles must be overcome? What costs are involved? How successful is this program?

LESSON TWO: STEREOTYPES: EAST AND WEST

Goal - to understand the development of stereotypes, the problems created when they are used and the nature of stereotypes.

Objectives

A student should be able to:

1) explain what a stereotype is and the problems that could be created when they are used
2) describe two examples of stereotyping found today
3) discuss how stereotypes can be proven/disproven.

Procedure

Discuss the nature of stereotyping. A stereotype is the belief that all members of a group share the same characteristics. How do stereotypes develop?

What are some common stereotypes held in our society? (For example, in movies the cowboy hero wears a white hat. All males are brave and strong. All females are meek and mild. etc.) How can stereotypes be harmful?

What stereotypes exist about other peoples in the world? (Some possibilities might include: Japanese are shrewd and good in business. Arabs are traders and untrustworthy. Germans are authoritarian. Chinese are inscrutable. Italians are emotional and carry grudges.) Explore other possibilities with students. How do these originate?

What stereotypes exist about Egypt and Egyptians? (some examples might include: The crime rate is high. The men are all wealthy sheiks with many wives. Most people live in abject poverty. The women all are veiled and kept segregated. Belly dancing is commonly practiced. They are all terrorists. Multiple marriages are universal for men. The people are unfriendly to Westerners. They all live in tents on the desert and ride around on camels. The pyramids are out in the desert, rising romantically and mysteriously from the desert floor. etc.) How are stereotypes proven or disproven? Research as many of these stereotypes as possible to find out whether they are true or not.

What stereotypes do Egyptians have about the United States? (For example, Americans are all wealthy. They all live in huge houses with many servants. Americans are unscrupulous, taking whatever they want whenever they want, regardless of the consequences. etc.) Explain to the students that the most popular television programs in Egypt are "Dallas" and "Knot's Landing." What other kinds of stereotypes might Egyptians have about Americans, on the basis of these kinds of programs?

For Further Study

1) Research "xenophobia." How does this concept relate to stereotyping? Are Americans xenophobic?

2) Analyze the media's presentations for one week to see how the Arab world is portrayed. Are there differences from one medium to another (i.e., a newspaper story and a television news report)? Are these portrayals typical of the "average" citizen in the Arab world? Why/why not?

LESSON THREE: A PICTORIAL VOCABULARY LESSON ON EGYPT

Goal - to acquaint students with the Arabic equivalent of some commonly used words

Objective - A student should be able to identify the objects with at least 10 commonly used Arabic words.

Procedure

Distribute the pictorials with the Arabic words and the Arabic script. Practice pronunciations. Discuss similarities and differences of words and meanings. Practice the pronunciations.

For Further Study

1) Research the etymology of the following words in our vocabulary. What are the original meanings? Have meanings changed over time? See if you can find other words with similar origins.

coffee	soda	magazine	bazaar
alfalfa	algebra	mosque	caravan
	adobe	tariff	

2) Practice the Arabic script, as well as the number system.

clothes
1. shirt
2. jacket
3. trousers
4. socks

1. 'amiiS
2. jakitta
3. banTaloon
4. shuraab

١- قَميصٌ

٢- مِعْطَفٌ

٣- بَنْطَلون

٤- جَوَارِب

bread خُبْزٌ

leesh

(local - baladi)

كَعْكٌ

house

بَيْتٌ

beet

عِنَبٌ

grapes

'inab

جَزَرٌ

carrots

gazar

غُرْفَةُ نَوْم

١. شُبَّاكٌ
٢. سَرِيرٌ
٣. أرضُ الغرفةِ
٤. مِصْباحُ كَهْرَبائِيٌّ
٥. بَابٌ

oodit noom
1. shibbaak
2. siriir
3. arDiyya
4. abajuura
5. baab

bedroom
1. window
2. bed
3. floor
4. lamp
5. door

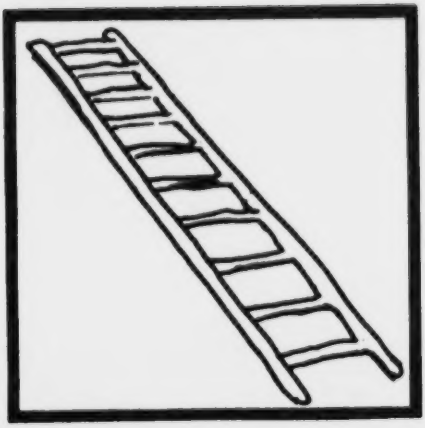
مِفْتَاحٌ

key
muftaaH

ثُومٌ

garlic

toom



سُلَّمٌ

ladder

sillim

ذُرَةٌ

corn

dura

خِيَارٌ

cucumbers

khiyaar

سِكِّينٌ

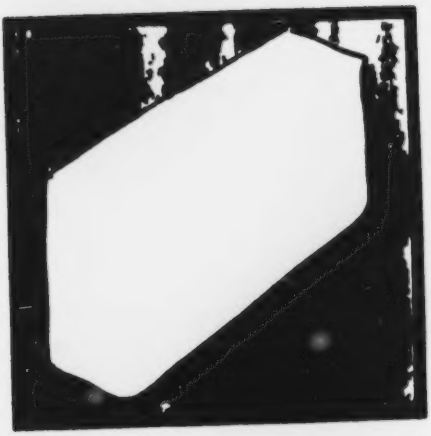
knife

sikkiina

زِرٌّ

button

zuraar



زُبدَةٌ

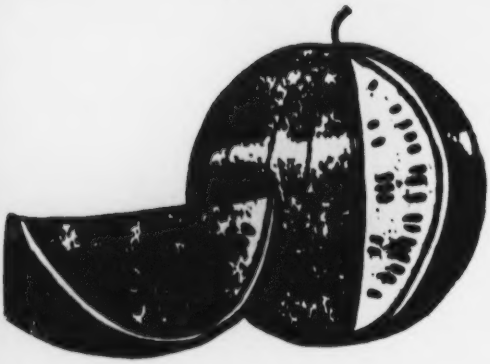
butter

zibda

سَاعَةٌ

watch

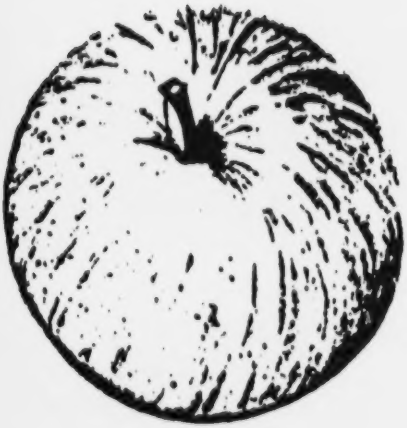
saa 'it iid



watermelon

بطيخ

baTTikh



apple

تفاح

tuffaaH

train

قِطَارٌ

'aTr

أَحْمَر	ـ حَمْرَاء	red aH mar
أَخْضَر	ـ خَضرَاء	green akh Dar
أَزْرَق	ـ زَرْقَاء	blue azra'
أَسْوَد	ـ سَوْدَاء	black iswid

brush

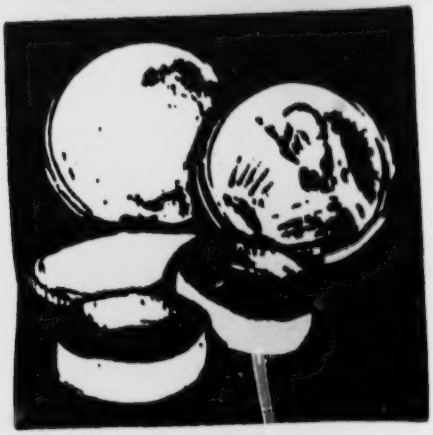
فُرْشَاةٌ

fursha

aeroplane

طَائِرَةٌ

Tayyaara



gold

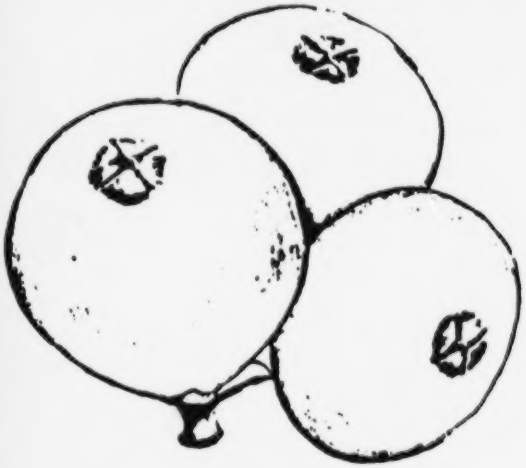
ذَهَبٌ

dahabi

rope

حَبْلٌ

Habl



figs

تين

tiin

dates

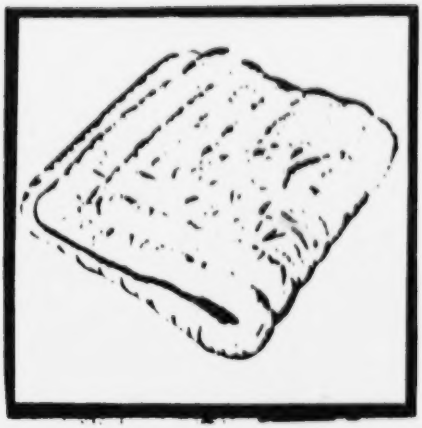
تَمْر

balaH

spoon

مِلْعَقَه

ma' la'a



quilt

لِحَاف

ilHaaf

شَمْسِيَّةٌ

umbrella

shamsiyya

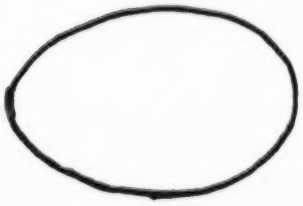
Sunday	الأَحَـد	il-Hadd
Monday	الأَثنين	il-itneen
Tuesday	الثُّلاثاء	il-talaat
Wednesday	الأَرْبِعَاء	il-arba'
Thursday	الخَميس	il-khamiis
Friday	الجُمْعَه	il-gum'a
Saturday	السَّبْت	is-sabt

one waaHid	واحِـد
two itneen	إثنَان
three talaata	ثلاثه
four arba'a	أَرْبَعَه
five khamsa	خَمْسَه
six sitta	سِتَّه
seven sab'a	سَـبْعَه
eight tamanya	ثَمانيـه
nine tis'a	تِسْعَـه
ten 'ashra	عَشْـرَه

eggs

beeD

بَيْـضٌ



LESSON FOUR: A RESOURCE KIT ON EGYPT FOR CLASSROOM USE

Artifacts of everyday Egyptian life will provide a teaching tool to supplement a unit on Egypt. Included are toys, books, labels of products, music, clothing, maps, photos, guidebooks, etc. Descriptions accompany the kit.

The kit will be available to Indiana teachers, free of charge except for shipping, from:

Coordinator for School Social Studies
Social Studies Development Center
2805 E. 10th Street, Room 110
Bloomington, IN 47405